



Glen Hills Primary School

French

Statement of Intent

Intent

At Glen Hills Primary School, we intend for all children to develop positive attitudes towards other languages and cultures. This interest should be encouraged by being given regular stimulating and enjoyable lessons which build confidence and promote the skills of listening, speaking, reading and writing. It is our intention to ensure that by the end of our children's primary education, they have acquired an understanding of both spoken and written French, confidence to speak in French with others and know how important other languages can be in their future.

Implementation

The implementation of French teaching at Glen Hills is organised by a clear scheme of work which is in line with the National Curriculum and includes challenges for children working above age related expectations. French is taught in Year 3 – 6 by class teachers. It is supported the Language Angels scheme of work and resources and classroom displays and each year group has word mats and knowledge organisers. Children are encouraged to develop their speaking and listening skills in every lesson through conversational work, songs and rhymes and stories. Topics and simple songs and games are used to interest and engage the children and to share work with other classes where possible. Grammar and sentence structure are taught specifically. As knowledge and confidence grows, children record their work through pictures and written work.

Opportunities should be taken to supplement these lessons by using French at other times during the school day, for example when greeting children, taking the register, giving instructions and playing games. Each year group has a book of resources to support this.

French is monitored by the subject leader throughout all year groups using a number of strategies including book scrutinies, pupil voice and discussions with staff. We have a Governor with specific interest in MFL who visits and supports learning. Staff are encouraged to provide evidence in the form of video clips, audio clips and written work in books and there are regular assessments to show attainment of pupils.

Traditional tales and other well-known stories are utilised within the French curriculum in order to predict vocabulary and build confidence in recognising the translation of new vocabulary.

Impact

Children enjoy learning French and are interested and excited by diversity of language and cultures this supports the development of many of our British values including individual liberty, mutual respect and tolerance. They learn to sing a number of songs and rhymes which they have learned by heart. They are able to speak a number of phrases increasingly confidently and clearly as they progress through the school and can read and write some simple French. They increasingly notice and understand basic grammar including feminine,

masculine and plural forms and key features and patterns of French including accents and word order. They are beginning to conjugate and learn the key verbs which will help them progress their learning. They can discuss some similarities and differences between French and English and talk about aspects of French traditions and culture. This promotes an interest in and respect of differing cultures.

Progression

Within the French curriculum, the children will develop a range of vocabulary and during subsequent years this vocabulary will be built upon and used within a wider range of conversational and written contexts. All children are catered for within our French lessons for example SEN children may be given less vocabulary to learn or additional support from adults within class. Extension tasks are given to those children who require additional challenge; these may include using new vocabulary in conjunction with pre-existing knowledge or independent vocabulary investigations. Route to Resilience concepts are frequently referred to in order to engage, motivate and enthuse the children in their language learning.